

ED 024 712

ASSIMILATION THRU CULTURAL UNDERSTANDING. ESEA TITLE III-PART II NARRATIVE REPORT.
APPLICATION FOR CONTINUATION GRANT.

Hoboken Board of Education, N.J.

Spons Agency- Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No- DPSC-67-4112

Pub Date 68

Grant- OEG-3-7-704112-4344

Note- 19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors- Acculturation, Bilingual Students, Changing Attitudes, Cultural Awareness, *Educational Programs, Federal Programs, Field Trips, Human Relations Programs, Information Dissemination, Inservice Teacher Education, Program Descriptions, Program Effectiveness, Program Evaluation, *Project Applications, *Puerto Ricans, School Community Relationship, *School Personnel, Students

Identifiers- Hoboken, New Jersey

This application for a continuation grant describes the project of the Board of Education of Hoboken, New Jersey, for improving the assimilation of Puerto Rican and foreign born students. This Elementary and Secondary Education Act, Title III, project has included, and hopes to continue, inservice teacher education, community programs, curriculum development, special school programs, and staff visits to Puerto Rico. The application also serves as a progress report and follows the standard format required by the Act. (See also UD 006853.) (NH)

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TITLE III - E.S.E.A.

PHASE II

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ASSIMILATION THRU CULTURAL UNDERSTANDING

BOARD OF EDUCATION - HOBOKEN, NEW JERSEY

ED0 24712

UD 006 852

PART II - NARRATIVE REPORT

APPLICATION FOR CONTINUATION GRANT

Board of Education
City of Hoboken
Ninth and Clinton Streets
Hoboken, New Jersey 07030

Project No. - 67-4112
Grant No. - OEG-3-7-704112-4344
State - New Jersey
Budget Period - 3/15/68 - 6/30/69

1a. The following are the 7 major objectives of our project

"Assimilation Thru Cultural Understanding":

1. To develop for our staff an improved understanding of the culture, background, and lives of the Puerto Rican and foreign born students, and the roles the staff must assume in the assimilation process.
2. To identify, assess, and further develop the human potential of our culturally and linguistically handicapped children.
3. Develop a classroom and community rapport to permit the cultures of all groups to stimulate and enrich the total culture of this community.
4. Develop an effective curriculum with specific instructional materials and techniques which will serve as the catalyst for the assimilation process.
5. Prepare and train present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically handicapped children.

6. Utilize all resources available to the community including State and Federal programs, which will enable the Puerto Rican and foreign born population to effectively take their places as full participating and contributing members of our community.
7. To serve as a demonstration arena for the development of new practices and procedures in this area and further serve other communities in the State and Nation who have similar needs and problems.

The very nature of our project and the brief span of time that it has been in effect (6 months) has made evaluation of achievement of objectives extremely difficult. However, techniques have been employed to gain some measurements.

In order to measure the achievement of objectives, numbers 1, 3 and 5, we developed together with our consultants, an "Attitudinal Survey". (attachment #1.) This instrument was applied to all staff members to ascertain the level and degree of understanding of the culture, background and lives of our Puerto Rican population. "Before" and "After" reactions on the survey were tabulated for the team which participated in our first "On-Site Visitation" to Puerto Rico in November. An analysis of the total staff reactions as well as the measurable differences recorded for those who participated in the Puerto Rican Visitation has been developed. (attachment #2.)

In addition, identification of the significant negative factors has been made and is being used as base materials for a ten session in-service seminar for our staff, parochial faculties as well as staff members from the State Department of Education and cooperating New Jersey Communities.

It is planned to measure changes after the completion of our second visitation to Puerto Rico in February and the end of our inservice seminars in March. It is hoped that through intimate involvement of all the participants from our "ON-Site Visitations" to Puerto Rico in our seminars and in their individual schools that understanding will be improved. The "End of Project" submission will be accompanied by a far more comprehensive evaluation of our achievement and/or failures.

We have employed several techniques in evaluating the exact achievement of our second objective. (see page 1.) Our local school principals as well as classroom teachers have indicated that the approach used to process all incoming Puerto Rican and foreign born students through this center has been a significant improvement from previous approaches. In the past, children were directed to their neighborhood school where the administration together with available school resource personnel evaluated the child and made the grade and program placement. However, there was a difference among the schools depending on the quality and availability of resource personnel in a particular building.

In our "Human Resource Center" all in-coming Puerto Rican and foreign born students are assessed and individual instructional programs are developed to meet the immediate and long-range needs of the child. With a team approach, the child is tested and given a brief but intensive period of instruction in English at the center. At the appropriate time, the child is placed in his neighborhood school with recommendations for grade placement, special curriculum needs and followed up by the school's specialist in English as a Second Language.

The evaluation of extent of achievement of our fourth objective which deals with development of specific curriculum materials has been based on subjective criteria. However, the curriculum group who have been functioning in this area have done a thorough job of investigation and their preliminary findings indicate that little, if any, really effective specific instructional materials are available for purchase at this time. Their recommendation, together with that of the various task force members who have looked for these materials, is that these materials be developed and produced locally. We are now in the process of development and hopefully, production will be forthcoming in the very near future. One of our goals in Phase II of this project will be the full achievement of this major objective.

The achievement of our sixth objective has been accomplished to great extent in some areas and to a lesser extent in others. (see attachment #3.) It is far too early to accurately assess the results. However, cooperation, interest and understanding have been generous. Only additional time, in Phases II and III, will results be more accurately indicated. However, at this point in time, it is obvious that local Municipal, C.A.P. and various community and business organizations have cooperated in an excellent manner. In fact, this cooperation and utilization of resources has been highlighted in our "Hoboken Model Cities" project which effectively anneals school and community design.

It is with the achievement of our seventh major objective that we feel that the extent of achievement has been the greatest. In serving as a "Demonstration Arena", our special school program has been the object of great interest from the New Jersey State Depart-

ment of Education and the 12 (increased from 10 to 12) cooperating districts. Task Force members have visited the cooperating district schools and return visitations to our program have clearly placed our project as the New Jersey Demonstration Center for assimilation of Puerto Rican and foreign born children.

Many inquiries, phone calls, visits etc., have highlighted our program throughout the State and Nation.

Members of the cooperating districts of New Jersey - and Boston, Massachusetts have participated in planning and developing programs for the culturally and linguistically handicapped. Several districts, Perth Amboy, Camden, Union City, Passaic, West New York, are developing programs of collateral or supportative interest, i.e., teaching Spanish as a second language to grades 3-8 in Perth Amboy; teaching English as a second language through linguistics, Union City; Community-school cooperation, in Passaic; Cuban impact, West New York. Inquiries to the New Jersey State Department of Education concerning bi-lingual and multi-cultural problems are being directed to Hoboken's E.S.E.A. - Title III project, "Assimilation Thru Cultural Understanding". The Boston, Massachusetts school district has joined our advisory committee and is developing similar programs to meet their developing needs in bi-lingual areas.

There has been great demand on our staff for consultations with other districts. This needs to be reviewed in relationship to their total effectiveness to our program. Indications are for expansion in several areas of curriculum, program design, materials, and staff development.

2. There are a significant number of project endeavors in which the results have exceeded our fondest expectations. The following listing will indicate these areas:

1. Positive attitudinal changes towards Puerto Ricans and foreign born people were evident in our staff and community.
2. Created and sustained a great interest within and without our community in the problem of assimilating Puerto Rican and foreign born into community life.
3. Cooperation for other school districts in and outside of New Jersey in assisting to help find solutions to the problems.
4. Development of a Bi-lingual 1st grade class as a "Pilot Project". The initial successes here have created great professional and community enthusiasm.
5. Involvement with New Jersey Colleges and the University of Puerto Rico has stimulated a desire to focus attention on the need to prepare teachers to effectively function in school districts with high percentages of culturally and linguistically handicapped children.
6. The enthusiastic cooperative participation of the Puerto Rican Department of Instruction and all the personnel in the various in-island school districts in our project and its objectives has been one of the greatest highlights to date.

There are also some areas in which the results have been less than we had hoped for or anticipated. The following is a listing of the less successful aspects of our project:

1. The scarcity or complete lack of curriculum materials needed to work effectively with children who are not able to function effectively in the English language has hampered our initial progress. It has placed the additional burden on us to develop specific instructional materials and produce it in the needed quantities. This is a slow process and is only now starting to show significant results.
2. The full and effective development of our "Human Resource Center" has been hindered by the lack of sufficient qualified personnel, space and paucity of evaluative materials in Spanish as well as other foreign languages. Solutions are forthcoming and hopefully will be completely implemented in Phases II and III of our project.
3. Without reservation, the greatest change resulting from our project has been the tremendous interest and attention which has been generated in our schools and community in focusing on the problems of assimilating Puerto Rican and foreign born children and families into our schools and community. The brief time that our project has been in operation in our schools (less than six months) has not negated the positive attitudinal changes that have resulted. Many negative stereotypes have been destroyed in minds of our community and greater understanding seems evident even in this brief span of time.

4. (1) The project, through its involvement with various community agencies has had some effect on them. The following is a listing of all community agencies which have participated in our project:

- A. "HOPES" - Community Action Program
- B. Parochial Schools
- C. Municipal Agencies
 - 1. Health and Welfare
 - 2. Housing
 - 3. Police and Fire Department
 - 4. Recreation
 - 5. Library
 - 6. Employment
- D. Local Business, Service and Religious Organizations
 - 1. Chamber of Commerce
 - 2. P.T.A.'s
 - 3. Rotary Club
 - 4. Kiwanis
 - 5. Religious Institutions
- E. Local Newspapers
 - 1. Hudson Dispatch
 - 2. Jersey Journal

(2) The results of cooperation with local community agencies are as varied as there are agencies. We have received excellent cooperation and participation from our local C.A.P. group "HOPES", P.T.A.'s, Parochial Schools, Religious institutions and local newspapers.

Realizing that this is just the infancy of the project, it is unfair to criticize other local agencies for complete lack of participation and involvement at this point. However, all the Municipal officials and agencies have pledged complete cooperation. In addition, local business groups and service clubs have demonstrated their concern and we are cooperatively exploring areas in which these groups can make a significant contribution in the remainder of Phase I as well as Phase II and III.

(3) The following L.E.A.'s have been actively participating in our project. They all have had representation on our Advisory Committee and have cooperated in one or more of the project endeavors.

1. Vineland, New Jersey.....Cumberland County
2. Jersey City, New Jersey.....Hudson County
3. Trenton, New Jersey.....Mercer County
4. Paterson, New Jersey.....Passaic County
5. Camden, New Jersey.....Camden County
6. Union City, New Jersey.....Hudson County
7. Perth Amboy, New Jersey.....Middlesex County
8. Passaic, New Jersey.....Passaic County
9. Dover, New Jersey.....Morris County
10. New Brunswick, New Jersey.....Middlesex County
11. Boston, Massachusetts.....
12. Jersey City State College.....Jersey City, N. J.
Hudson County
13. West New York, New Jersey.....Hudson County

Since the initial application, the list of cooperating districts has grown to include West New York, N. J., Boston, Mass. and Passaic, N. J. These additional communities have indicated a sincere desire to cooperate in order to gain insights to solve similar problems of their own.

5. Dissemination of information has taken many forms in our project. Task Force visitations to other districts and visitations to Hoboken have told our story. Excellent coverage by our local newspapers and the newspapers of cooperating districts have kept the public alerted. Members of the project and administrative staff have spoken before service clubs, P.T.A. groups, faculty meetings and advisory committee sessions in order to stimulate interest and enlist support. An extremely successful 10 session in-service program has involved about one-third of our staff as well as parochial school faculty and State Department of Education officials. This has been focused directly on the objectives of our project and has successfully spread the word.

In addition, a 30 minute T.V. program sponsored by the New Jersey Education Association, depicted our project and was followed by a series of 5 minute radio programs. We have utilized tapes, kinescopes, photographs, periodic progress reports and bulletins in our attempt to tell the story of "Assimilation Thru Cultural Understanding".

1. We have received to date, approximately 100 unsolicited requests for information.
2. Approximately 90 visitors have been in our community to view and discuss our project.
3. We estimate that about \$1,500 has been expended on dissemination of information.

6. It is planned to continue under local Board sponsorship, many of the project activities after this project has been phased out of Federal support. Specifically, we intend to continue as the "Demonstration Arena" for solutions of the problems of culturally and linguistically handicapped people. In addition, unique instructional materials are being developed during the life of this project which will continue to be resources for this district and others. Techniques and approaches which prove fruitful will continue as an on-going part of our regular program. The Board of Education recognizes fully that the high percentage of Puerto Rican and foreign born children will continue to be a part of our schools and that only through proven programs (hopefully developed under Title III) can their needs be met.

PART III - PROJECTED ACTIVITIES

APPLICATION FOR CONTINUATION GRANT

Elementary and Secondary Education Act of 1965

Title III - P.L. 89-10

Board of Education
City of Hoboken
Ninth and Clinton Streets
Hoboken, New Jersey 07030

Project No. - 67-4112
Grant No. - OEG-3-7-704112-4344
State - New Jersey
Budget Period - 3/15/68 - 6/30/69

Although projected activities do not differ greatly from those given in the original proposal, there are some additional "pilot activities" which will be conducted in Phase II of our project.

1. Describe the additional educational needs to be met with the proposed program:
 - a. The need to stimulate and encourage Puerto Rican and foreign born Jr. and Sr. High students to aspire to becoming bi-lingual teachers to meet a critical shortage.
 - b. The need to provide elementary classes with a bi-lingual "Student-Teacher Aide" to assist in communicating and working with Puerto Rican and foreign born elementary school children.
 - c. The need to provide leadership and "status" opportunities for our students, particularly the Puerto Rican and foreign born segment of our population.

d. The need to provide opportunities for bi-lingual education for our non-English speaking school population.

e. The need to provide more opportunities for our Spanish speaking school population to identify fully with our school curriculum and community.

f. The need to utilize a variety of instructional materials and communication media approaches to meet the unique needs of Puerto Rican and foreign born children.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above:

a. Provide a school climate and special program in which the aspiration levels of Puerto Rican and foreign born students will be significantly increased.

b. Provide special bi-lingual resource personnel for elementary school classes in the persons of "Student-Teacher Aides" to assist in overcoming the language barriers and speed up the assimilation process.

c. Provide programs in which the self images of our Puerto Rican and foreign born students will be enriched and raised, particularly through leadership roles.

d. Provide a special bi-lingual program in which the curriculum will be taught in the student's native tongue.

e. Provide a variety of instructional materials and approaches in which an emphasis can be placed in the area of the communication media.

3. State in sequence the activities to be carried out in achieving these objectives:

In addition to a continuation of the activities described in the original proposal which are designed to meet the objectives of "Assimilation Thru Cultural Understanding", we plan the following activities:

- a. Identify Puerto Rican and foreign born students in our Jr. and Sr. High Schools who have fluency in both their native language and English.
- b. Set up a unique "work-study" program for these Jr. and Sr. High students in which part of the school day will be devoted to their academic subjects and in the other part they would be assigned to an elementary teacher to "aide" her in working individually with children having linguistic problems.
- c. These students would be paid in the same manner that our regular "work-study" programs have developed.
- d. Every effort will be exerted to instill the "Upward Bound" concept with these boys and girls and to provide many varied leadership and status roles.

e. These bi-lingual "Student-Teacher Aides" will also function in our assimilation process by involving them with community and parental contacts.

f. Expand our "Bi-lingual Experiment" in which a 1st grade class composed of all Spanish speaking children, is being taught the regular school curriculum in their native tongue. The success of this "pilot project" to date indicates the need for continuance and expansion. This will be accomplished by continuing the present group into the 2nd and finally the 3rd grade, utilizing this concept.

Additional 1st grade or possibly Kindergarten classes will be established in this pattern and followed through the 3rd grade. On-going evaluations, using control groups, will establish validity, if any, of this approach.

g. We plan to expand our "Curriculum Resource Center" to produce specific instructional materials which are specifically designed for these children.

Utilization of kinescopes of on-going programs which can be converted to 16mm films for in-service educational purposes is being designed into Phase II. It is hoped that Phase II will provide opportunities to test the adequacy and effectiveness of various communication media.

4. Describe the method and procedures for evaluating these objectives:

The evaluative procedures which were designed for our original proposal will continue to measure our achievement of the

objectives stated in Phase I.

However, additional specific evaluative procedures will be necessary to adequately measure the attainment of the additional objectives which have been proposed for Phase II of our project. The following methods and procedures will be used to evaluate these objectives:

1. All "Student-Teacher Aides" will be measured at the beginning of our project in these areas:
 - a. Academic potential-S.A.T.'s - Intelligence and Aptitude Tests - Teacher evaluation.
 - b. Previous academic achievement-School records.
 - c. School participation
 1. extra curricular activities
 2. school leadership roles
 3. teacher ratings
 - d. Interest Inventories

These procedures will be repeated during and at the end of Phase II to measure growth in the various areas.

The effect of the "Bi-lingual Student-Teacher Aide" program on the classes and students they will "aide" will be evaluated as follows:

1. Since it is our local school policy to heterogenously group children in relationship to their ethnic background, all classes have similar percentages of Puerto Rican and foreign born students.
2. Our regular testing program involves standardized achievement testing in the 3rd and 6th grades every October.

3. By placing "Bi-lingual Student-Teacher Aides" in grades 3 and 6, we will be able to pre and post test for achievement. We will use all 3rd and 6th grade classes without "Student-Aides" as our control groups.

4. In addition, sociograms will be employed to determine at appropriate times whether or not the presence of a "Bi-lingual Student-Teacher Aide" accelerates the assimilation process. Again, 3rd and 6th grade classes without "Aides" will serve as our control groups.

The "Bi-lingual" class pilot project in its expanded form will be evaluated as follows:

1. The "pilot 1st grade class" is located at the Connors School. It is one of four 1st grade classes at this school. All 1st grades have been pre-tested and will be post tested by our consultant, Dr. Nancy Modiano of New York University.

2. These four classes will be kept intact for three years. While our "pilot class" has only Puerto Rican non-English speaking children, there are similar children in the other three 1st grades. Only in the "pilot class" will the curriculum be taught in Spanish.

3. Carefully kept records of achievement, attendance, class participation and teacher anecdotal records will be analyzed to determine any measurable differences between the "pilot class" and the Puerto Rican children in the other three 1st grades.

Some of our evaluations involving specific objective, by their very nature, will have to be subjective.

These new programs will also be evaluated in terms of community and school acceptance. Requests by teachers or parents for participation in specific programs will be tabulated. Records will be maintained to reflect community and school reactions to the program.